



Collecting Evidence in Student Voice

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How can your students

...communicate the learning targets

...their progress toward the targets

...resources they can access

...thinking strategies to achieve the targets



Studies Indicate...

- When students were clear in advance about what they were learning, achievement was 34% higher.
- Evidence of clear learning objective is present in 4% of classrooms.

Mid-continent Research for Education and Learning. (2000). *Asking the right questions: A school change toolkit*. Retrieved April 7, 2009, from <http://www.mcrel.org/toolkit/process/ex-standards.asp>

Our Learning Target:

- I can use at least one strategy to have my students reflect on their progress toward learning targets in my classroom.



Formative Assessment

- Assessment while students are *forming* understanding
- Helps the teacher *form* plans

Why Student Voice Formative Assessment?

- Makes learning meaningful for each student
- Students take ownership of own learning
- Students articulate understanding and build on that understanding
- Students self-regulate their learning

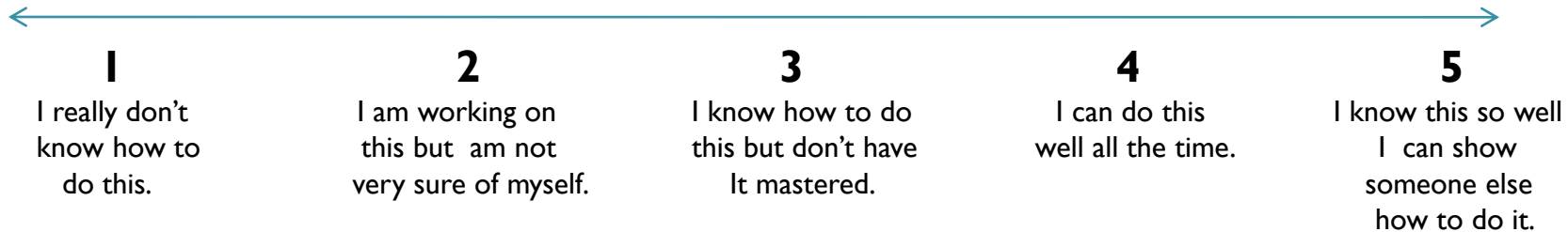
Simpson, M. & Davies, L. (n.d.) *Personalizing student learning in a high performance “evidence based” education system*. Powerpoint presentation.

Exit Slip

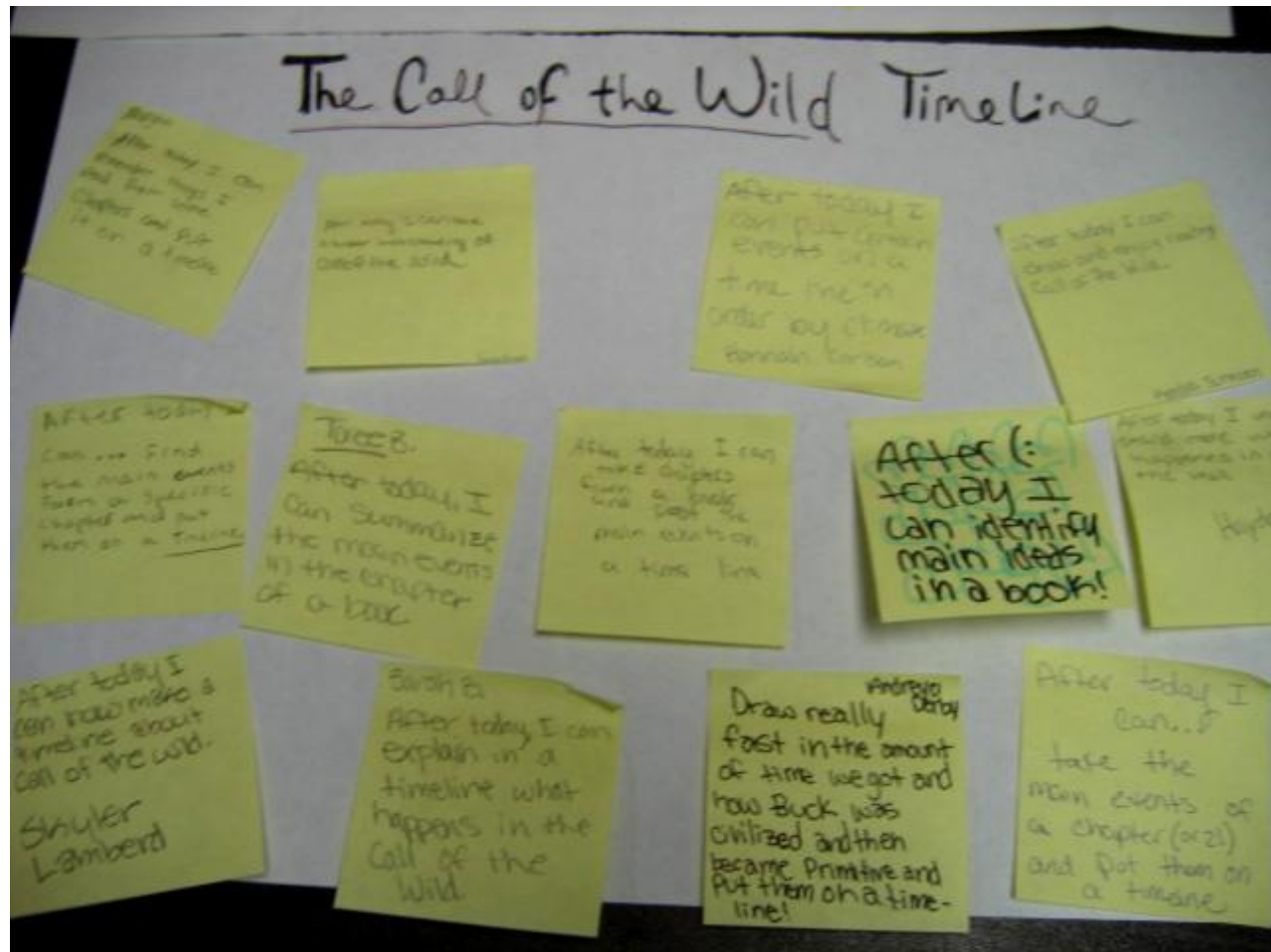
Your name: _____

1. What was the Learning Target for the lesson today?

2. On the scale below, draw an X where you think you are, in relation to meeting the target.



3. What resources do you have to get closer to the target?



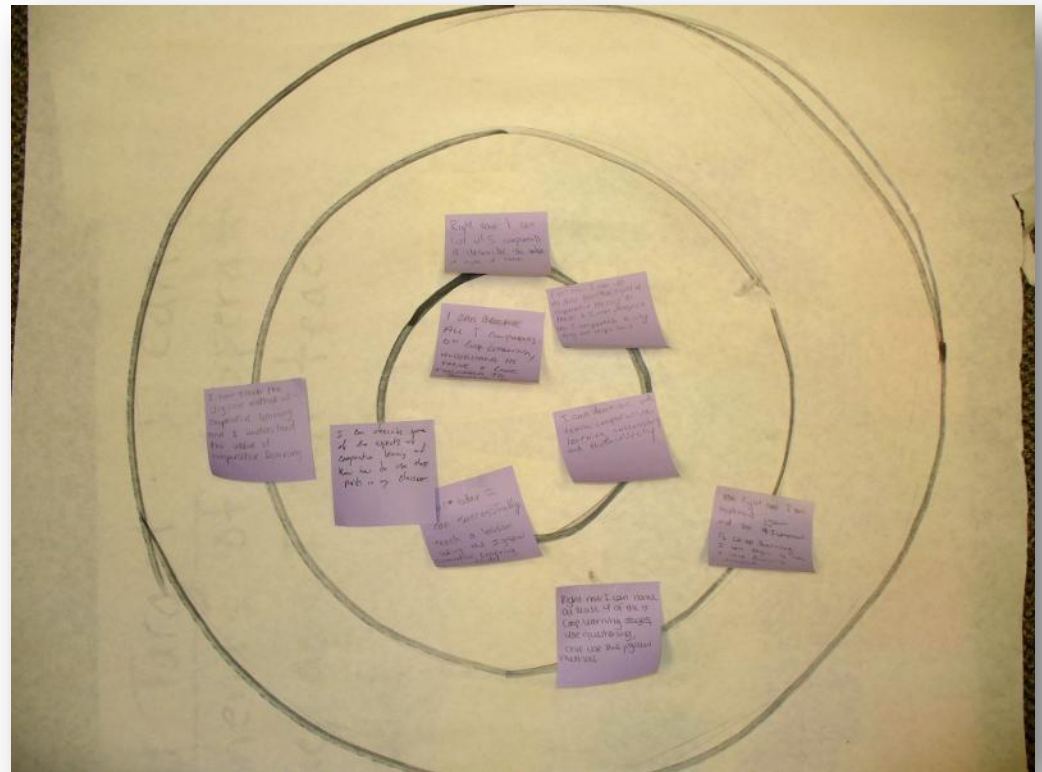
At the end of class, students describe their current skill or understanding by writing on post-it notes.

Target Poster

As a closure activity, students write on a post-it note:

“Right now, I can...”

and place on the target poster to show relation to the bulls-eye.



Target Poster— Lesson series

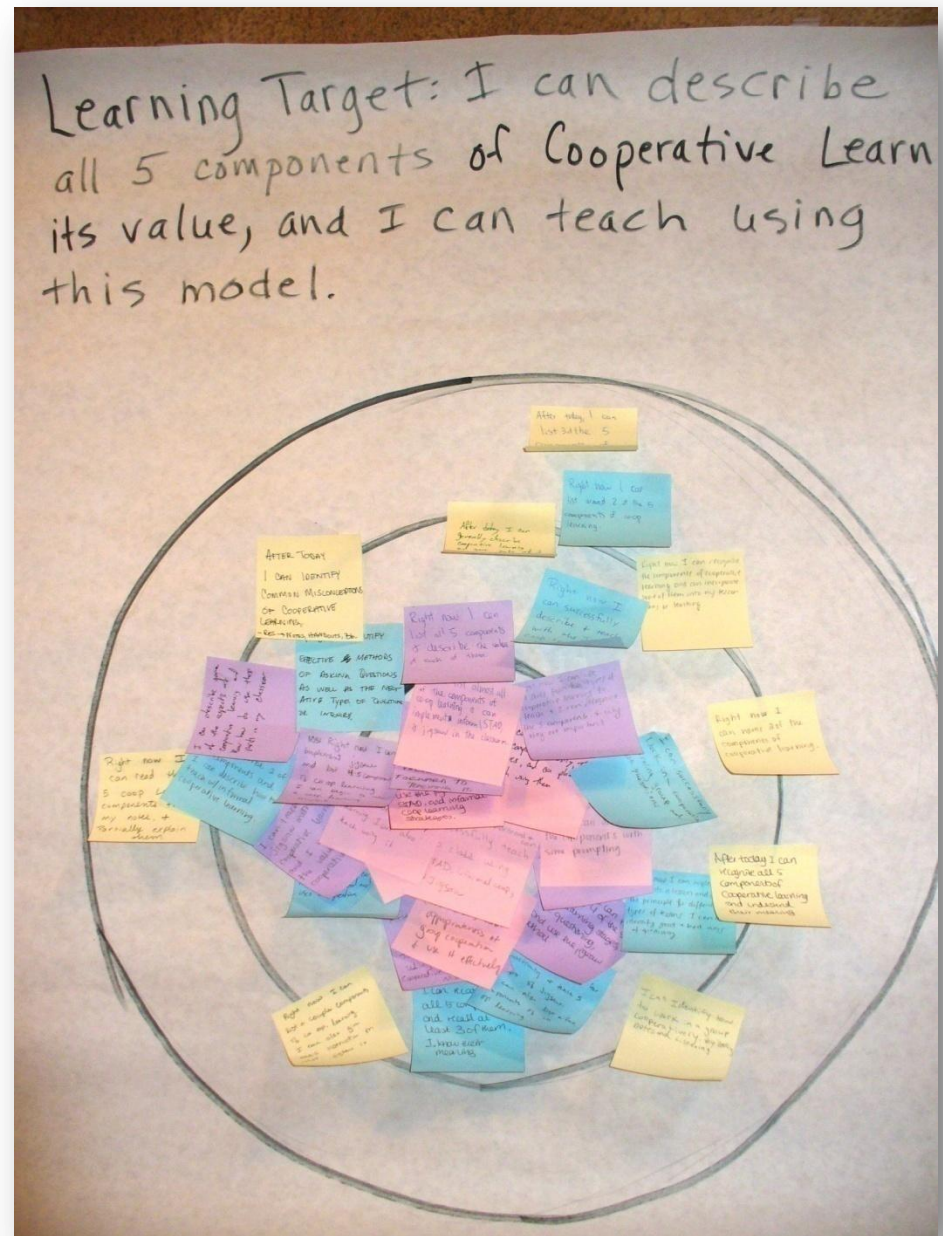
If the target spans
several lessons, students
reflect on progress at
the end of each lesson.

Yellow = 1st day

Blue = 2nd day

Purple = 3rd day

Pink = 4th day



Learning Target: I can describe all 5 components of Cooperative Learning, its value, and I can teach using this model.

Right now I can recognize the components of cooperative learning and how they are used in the classroom.

After today I can list and somewhat describe the 5 components of cooperative learning.

After today I can generally describe cooperative learning and some parts of it.

Task, roles, rewards, rules, etc.

After today I can recognize all 5 components of cooperative learning and understand their meaning.

Right today I can list a couple components of cooperative learning. I can also give basic instruction on what cooperative learning is.

After today I can identify common misconceptions of cooperative learning.
→ Review handouts, rules, etc.

Right now I can read the 5 cooperative learning components from my notes, + partially explain them.

Right now I can name 3 of the components of cooperative learning.

Right now I can recognize the components of cooperative learning and how they are used in the classroom.

Right now I can describe 3 of the components and I can describe how it looks in informal cooperative learning.

I can understand the components of cooperative learning and use questions.

Right now I can use a couple effective questioning methods.

Right now I can give strong questioning and teach 5 types of questions. I can also list a few components of cooperative learning.

I can recognize all 5 components and recall at least 3 of them. I know their meaning.

I can identify effective methods of asking questions as well as the normative types of inquiry.

I can describe 3 of the components of cooperative learning and how they are used in the classroom.

Right now I can successfully describe the components of cooperative learning and use them in the classroom.

Right now I can name at least 4 of the 5 components of cooperative learning, use questioning effectively and use the Jigsaw method.

Right now I can use the Jigsaw method of cooperative learning to teach and I can recognize the 5 components of cooperative learning.

I can teach the Jigsaw method of cooperative learning and I understand the value of cooperative learning.

I can describe and explain cooperative learning and its value.

I can describe some of the aspects of cooperative learning and how to use them in the classroom.

Right now I can describe all 5 components of cooperative learning and how they are used in the classroom.

After today I can successfully teach a lesson using the Jigsaw cooperative learning model.

Right now I can explain the components of cooperative learning and use them in the classroom.

Right now I can realize the effectiveness and appropriateness of cooperative learning and use it effectively.

I can teach and describe all 5 components of cooperative learning.

Today I understand I can successfully teach a class using JAD, Jigsaw, and informal coop.

I can list several components of cooperative learning and can utilize several coop strategies in the classroom.

I can teach using cooperative learning and I can describe the components with some prompting.

Right now I can describe the 5 components of cooperative learning and use them in the classroom.

I can describe all 5 components of cooperative learning and use them in the classroom.

Right now I can describe at least 4 of the 5 components of cooperative learning and use the Jigsaw method, JAD, and informal cooperative learning strategies.

I can
d strategies
timing and
steps of
I can also
few components
op learning.

I can describe some
of the aspects of
cooperative learning and
know how to use those
parts in the classroom

I can list several
components of co-op learning
and can utilize several
co-op strategies in
the classroom

I can describe
all 5 cooperative
Learning components.

Right now I don't understand its value
all 5 can and look forward
describe the ~~time~~ to teaching it.
each of them.

I can teach using
cooperative learning
and I can describe
the components with
some prompting.

Right now I can
describe the 5 components
of co-op learning. I can
also teach using
it.

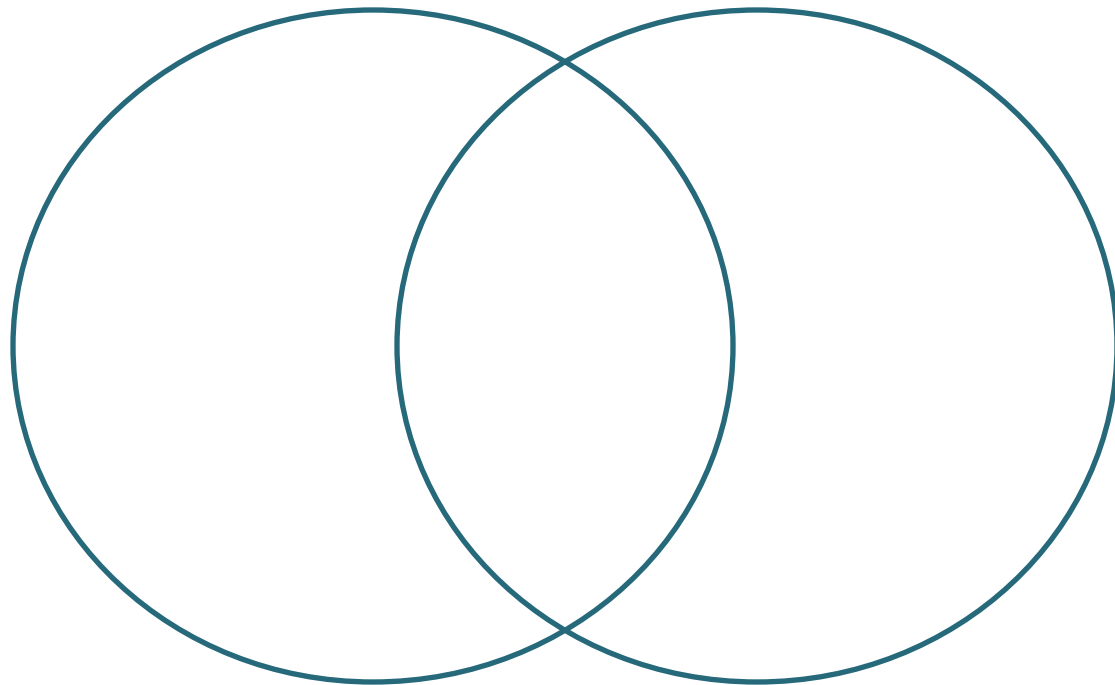
After today I can
successfully teach
a lesson using the
Jigsaw Coop
Learning Model

The Venn Diagram Poster -- for 2 Learning Targets

This was used by a math teacher during a 100-minute class period. Midway through the class (when students took lunch break), each student put her/his name on a post-it note, and placed it on the poster to show if they felt they could meet target 1, target 2, or both targets. The teacher then knew how she wanted to spend the rest of the class time.

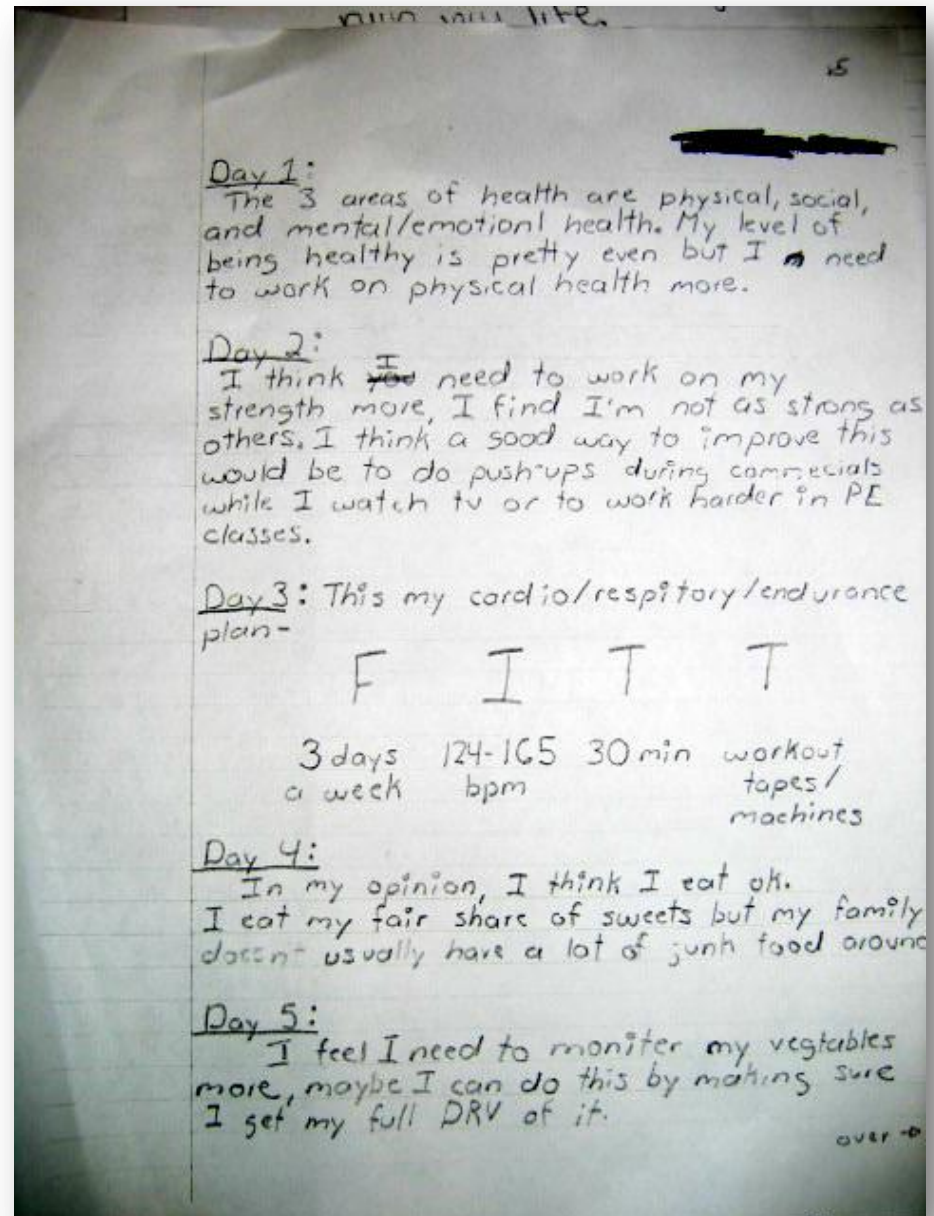
Target 1: I can...

Target 2: I can...



Daily Journal Entries

Student writes in a journal each day to reflect on progress toward target.



Yearly Targets

Student checks:

4 Deep Understanding
3 Met Standard
2 Some Understanding
1 Not Yet

and attaches evidence to demonstrate.

Sydney H.

2008-2009 Grade Level Targets
6TH GRADE WINTER MATH

4 Deep Understanding	3 Met Standard	2 Some Understanding	1 Not Yet	Targets	Evidence
	✓-			I can compare and order fractions and decimals.	Bits & Pieces 2 test # 1
		✓		I can represent multiplication of fractions and decimals using models and a number line.	Bits & Pieces 2 test # 4 # 7-8
	✓			I can estimate products of fractions and decimals.	Bits & Pieces 2 test # 10
	✓+			I can multiply fractions.	Mixed #5 wk. sheet
	✓+			I can multiply decimals.	Bits & Pieces 2 test # 12
	✓-			I can solve word problems that involve fractions.	Bits & Pieces 2 test # 16
	✓-			I can solve word problems that involve decimals.	Bits & Pieces 2 test # 16
	✓+			I can represent division of fractions and decimals using models and a number line.	Bits & Pieces 2 test # 12-9
	✓-			I can estimate quotients of fractions and decimals.	Bits & Pieces 2 test # 10
	✓+			I can divide fractions.	+ wk. sheet
		✓+		I can divide decimals.	+ wk. sheet

GOAL: To understand everything by the end of the year and get 3's or 4's.

Semester Learning Targets

Student records progress at four times throughout the semester.

- 1 I can do this easily.
- 2 I need a little review before I can do this.
- 3 I have been taught this information, but I never really knew how to do this.
- 4 I do not know how to do this.

Learning Targets for IPS (Physics), 2nd Semester 2008-09

Name: _____ Per. _____

Self-Evaluation: The following targets are the learning goals for this semester. There is no "correct" answer. If you know nothing about any of the targets, that is perfectly OK. Rank each Target on a scale with 1 being lowest and 4 being highest. Ask yourself, "How well could I perform this task today?"

- 4 I can do this easily.
- 3 I need a little review before I can do this.
- 2 I have been taught this information, but I never really knew how to do this.
- 1 I do not know how to do this.

TARGET	Date			
Energy				
1. I can explain the forms of energy present in a system, like a battery or a fire, and the transfers or transformations of energy that could occur.				
2. I can compare the potential and kinetic energy of parts of a system at various locations or times (e.g. a ball rolling down a ramp and coming to a stop).				
3. I can explain how energy is transferred or transformed within and among physical systems.				
4. I can describe conditions likely to result in transfers or transformations of energy from one part of a physical system to another.				
5. I can explain the relationship between the motion of particles in a substance and the conduction and/or convection of heat or electrical energy.				
6. I can describe a physical system's total energy in terms of energy conservation (e.g. energy in a system is never "lost;" the gain in one energy form always corresponds to the loss in other energy forms).				
Force and Motion				
7. I can describe or calculate the speed, direction, and/or acceleration of an object during a given time interval.				
8. I can determine the average speed of an object moving in a straight line during a given time interval.				

Geometry: Ch. 9 Quiz Reflection Sheet

Problem	Learning Target	Right?	Wrong?	Simple Mistake?	More Study?
1	Understanding of Central Angle				
2	Understanding of Inscribed Angle				
3	Central Angle and corresponding minor arc				
4	Exterior Angle: Missing Arc				
5	Missing arc given a circle				
6	Triangle formed using radii is isosceles				
7	Central Angle				
8	Inscribed Angle				
9	Intercepted Arc				

Students take quiz and get graded quizzes back. They analyze their results. Based on who needs more study on each topic, teacher creates groups to study together.

Semester Learning Targets

Algebra IA First Semester Learning Targets Student Checklist

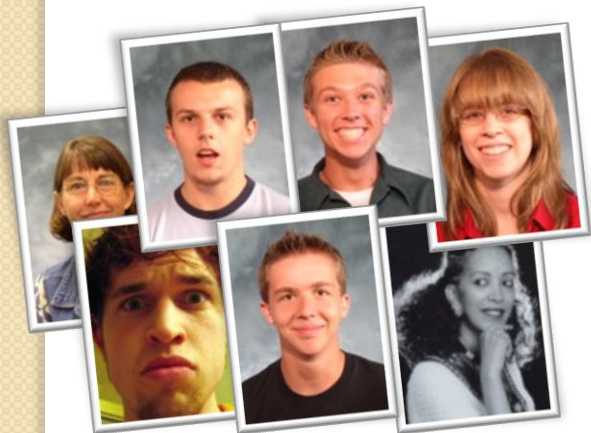
Question #	Learning Target	Right?	Wrong?	Simple Mistake?	More Study?
	I can compare and order real numbers written in scientific notation or expressed as fractions, decimals, or percents, and place them correctly on the number line.				
	I can use variables to represent numbers in a wide range of algebraic applications.				
	I can evaluate polynomial algebraic expressions when a variable is assigned a specific value.				
	I can evaluate radical algebraic expressions when a variable is assigned a specific value.				
	I can evaluate absolute value algebraic expressions when a variable is assigned a specific value.				
	I can evaluate integer exponent algebraic expressions when a variable is assigned a specific value.				
	I can determine the values of a variable in a given algebraic expression that assure the expression satisfies a prescribed condition.				
	I can choose reasonable approximations of exact values of real numbers, depending on the context in which they are to be used, and justify my choice.				
	I can write and solve absolute value equalities and inequalities of a linear expression.				
	I can solve and graph absolute value equalities and inequalities of a linear expression.				
	I can isolate one variable in an equation with multiple variables and find its value when the remaining variables have specific values.				
	I can simplify expressions with integer exponents using integer rules.				
	I can add and subtract polynomials, multiply, and divide polynomials.				
	I can multiply polynomials.				
	I can divide (factor) polynomials or rational numbers expressions.				
	I can factor quadratic polynomials.				
	I can recognize when to use factoring methods such as greatest common factor, difference of two squares, and factoring perfect square trinomials.				
	When a quadratic equation cannot be easily factored, I can use the process of completing the square to find the solutions.				
	I can solve problems that can be represented by quadratic functions and equations.				
	I can simplify square root problems.				

Modified 7/12/09

SmartBoard Notebook Page

Draw a line. Above the line write the learning target. Below the line, paste pictures of your students. At the end of the lesson, students drag their pictures to the line to indicate their progress toward the target.

Learning Target: I can calculate the speed, direction, and/or acceleration of an object during a given time interval.



Write/Draw/Talk about what you have learned

- I explored...
- I am confused about...
- I can do _____ because:
- The most challenging thing was _____ because:
- I know this better now because:
- I am most proud of _____ because:
- I shared...

Student Reflection
Write/Draw/Talk about what you have learned.

Name: _____ Date: _____

I explored...

I am confused about...

I can do _____ now because:

The most challenging thing was _____ Because:

I know this better now because:

I am most proud of _____ Because:

I shared...

$3+2=5$

3/2/1 Strategy

After completing a task or new learning, have the students generate the following:

3 new facts

OR

3 things I learned

2 new ideas

2 questions I still have

1 question I still have

1 way this is important to me

How can I learn the
answer to my question

How can I learn the
answer to my questions

RAP

- R – Restate the target or question in your own words
- A – Answer the question or address whether you've met the target
- P – Prove It!

Next Time/ By

This is easy to do for little ones.



Circle the picture that shows how you feel about how you did on this task.

Next time I will _____ by _____

Example: Next time I will get a smiley face or all the answers right by practicing at home every day.

The goal is to have the children make a connection between their own efforts and their success in meeting their goals.

Where Am I?

Do this at the beginning, middle and end of a lesson or series of lessons to measure progress.

Use the scale below to show where you are in meeting the target



Explain your placement on the scale:

If you're not at I've Got It! What would help you get there?:

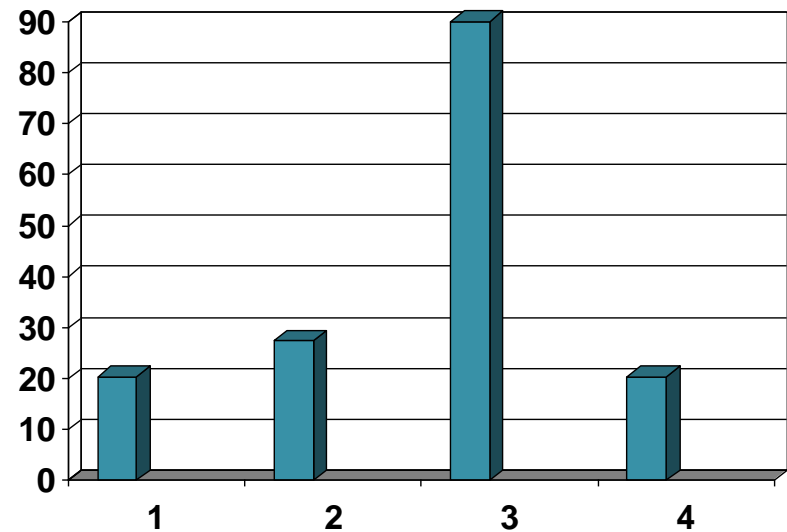
Highlight Your Proof

Using a highlighter, mark the areas in your work that show proof of understanding. Write a brief explanation for how this shows evidence of understanding and a new learning goal.



Qwizdom?

Students use Qwizdom
remotes to indicate
progress toward
target





What to Do With Student Voice Formative Assessment

- Everybody on track? Proceed as planned.
- Everybody confused? Reteach.
- Students vary in progress toward target? Differentiate.



**Time to get
Evidence in Student Voice
from YOU!**



Acknowledgements

Leaders and participants of the
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